

1994-95

The Blue Book

PHILLIPS ACADEMY, ANDOVER

A PURPOSE

The Phillips Academy faculty, meeting in the spring of 1988, adopted the following as a statement of goals and intentions:

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic, and geographic backgrounds.

The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in esthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

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1994-1995

Volume LXV



Phillips Academy

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Non-Discrimination Policy

Phillips Academy admits students of any sex, race, color, sexual orientation, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at the school. It does not discriminate on the basis of sex, race, color, sexual orientation, or national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic or other school-administered programs.

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GOALS AND EXPECTATIONS OF THE PHILLIPS ACADEMY COMMUNITY

The goal of the academy is to help its students to grow in knowledge and happiness, in the courage to develop their own best selves, and in responsibility for the welfare of others. In a residential community such as ours, the creation and protection of values depend less on rules than on thoughtfulness, sharing, sensitivity to others' needs, and participation in constructive activities.

Trust and responsibility are terms with many interpretations; they have become hackneyed from overuse and misunderstanding. But the ideas they embody—willingness to explore and respect differing points of view, charity and humility in expressing judgment, and readiness to cherish friendship—to depend and to be depended upon—are nonetheless fundamental. Such values can scarcely be legislated or perfectly defined. Yet the welfare and happiness of everyone on this campus depend on consideration and awareness, restraint and candor, discretion and shared joy. Collaboration toward these imprecise but worthwhile ends is essential to the health of the community.

The development of individual responsibility is at the root of Phillips Academy's goals. To acknowledge this, the faculty voted in 1979 the following resolution:

Phillips Academy expects its students to develop responsibility for their own education and for the general welfare of the community. The faculty invites demonstrably responsible students to assume leadership and initiative in academic, residential, and athletic life at the school.

Andover is a multicultural, multi-racial community. The basic expectation of the community is that its members embrace the notion of diversity and that they show compassion and respect toward all others.

HONESTY: Honesty about oneself and honesty in one's relations with others are the basic values on which this community rests.

The school encourages honest behavior in all areas of school life, formal and informal, curricular and extracurricular.

It encourages honest and tactful communication among students and their friends, between students and faculty, and between boys and girls. The academy hopes to foster in students an understanding of, and a respect for, the role of sex in human relationships, a complex role involving love, responsibility, and consideration for the feelings of others. It also hopes to foster open communication about, and regard for, moral issues, health issues, and other questions that face any large community.

Honesty in the academic area means claiming as one's own only that work which is one's own. All scholarship builds upon the ideas and information of others; the honest person makes clear in written work exactly what the source of any borrowed information or idea is, whether it be library materials or classmates. Since words are the bearers of both information and the unique style of the writer, the words of others as written belong to them and, if borrowed, must be properly acknowledged. Ideas are the most precious of an individual's possessions; the honest person respects them. Similarly, work done for one course may not be used to secure credit in another. It is dishonest to submit one piece of work (e.g. notes, computer programs, lab reports, papers, etc.) to more than one course without prior consultation with and written permissions from all instructors involved.

RESPECT FOR SELF: Self-respect grows from honesty. It depends on the willingness to accept intellectual challenge, to care sensibly for the health of one's own body, and to be honest about one's feelings. Without self-respect, individual growth is impeded.

RESPECT FOR OTHERS: The diversity of the Phillips Academy community offers a unique opportunity to learn and practice compassion and understanding. Racial, ethnic, or sexist epithets and slurs are not tolerated. Sensitivity, openness and candor are important to an atmosphere in which all students can grow.

SEXUAL HARASSMENT: Sexual Harassment involving students and faculty or students and students is not tolerated by the academy. It is inappropriate for any member of the community to make any other member of the community uncomfortable through sexist or insensitive sexual behavior.

Any student who believes that he or she might have been the victim of sexual harassment should immediately contact a trusted faculty member or a member of the Council on Sexual Harassment, a committee created to respond appropriately to questions relating to sexual harassment. The names of the council members are posted outside the offices of the Dean of Students and Residential Life and the Dean of Studies.

ALCOHOL AND DRUGS: The school attempts to deter through counseling and punishment the illegal use of either alcohol or drugs. The community has found that persistent use of alcohol or drugs commonly results in physical and psychological problems, some of which are long-lasting and have a debilitating effect on motivation and achievement. These effects include short-term memory loss and personality change, and sometimes expose the user and/or those nearby to the risk of physical harm. While the school makes an effort to educate students about drug and alcohol abuse, the school cannot accept even sporadic or experimental use of these substances. The school has an obligation to abide by society's laws and to inculcate in its students a respect for law. Students who sell, obtain, purvey, deal, donate, or make available alcoholic beverages or illegal drugs for others render themselves liable for dismissal regardless of previous disciplinary record, as do those who consume drugs/alcohol in quantities deemed medically dangerous or responsible for behavior which becomes abusive or dangerous.

Sanctuary policy: To encourage students to seek competent professional help for medical emergencies involving drugs and alcohol, the school has instituted a "sanctuary policy." If a student determines that she/he or a friend is in need of immediate medical attention as a result of drug or alcohol use, the student may choose any of the following options with no fear of disciplinary consequences:

1. Contact the house counselor or another member of the faculty or staff.
2. Call public safety for a ride to Isham or

assistance in contacting local ambulance services.

3. Proceed directly to Isham (or other medical facility if the student is off campus).

Although no disciplinary consequences follow if the student is clearly seeking aid and if the faculty member knows of the incident in no other way, students must understand that there will necessarily be some kind of medical follow-up. In most cases, this will include a medical and psychological assessment to determine whether the problematic behavior represents a spontaneous occurrence or suggests further treatment. In exceptional circumstances, an off-campus evaluation and/or treatment program may be required through a medical leave of absence. Normally, the student's parents and house counselor will be notified of the sanctuary incident. Exceptions to this notification policy will be rare and made only on the advice of the Medical Director and/or a member of the Graham House staff. However, if a single student seeks sanctuary repeatedly, the Medical Director will consult with the Dean of Students and Residential Life and the Dean of Studies to determine what course of action will best serve the interests of the student and of the community. This policy will be reviewed periodically to insure that it is meeting the needs both of individual students and of the community as a whole.

Counseling: Students seeking counsel about any ongoing drug or alcohol problem, whether on their own behalf, for a friend, can always do so in confidence from professional staffs at Isham or Graham House or from any adult in the community. There also exist several student groups, like the Andover Drug and Alcohol Awareness Committee, who can provide and recommend help. The school complements continuing programs each fall by sponsoring a week of highly focused workshops led by the foundation for Freedom from Chemical Dependency.

Confidentiality: As in any medical or counseling setting, students seen at the Isham Infirmary or the Student Counseling Service at Graham House are treated with complete confidentiality. Confidence implies that personal issues will not be discussed with others unless the patient grants specific permission. Confidentiality may be breached only if a student

is suffering from a life-threatening condition or is engaged in potentially life-threatening behavior. Examples include a serious injury or illness, suicidal behavior, consumption of alcohol in lethal doses, and the use of potentially fatal illicit drugs such as cocaine. In these rare cases, parents will be informed as a first step in assuring that the student's problem receives the attention necessary to be effectively resolved. The student is notified of this action in advance; if sensitive issues are being raised, the student will usually be offered the opportunity to speak with his or her parents first.

Occasionally medical leaves may be required for effective treatment. Such leaves are usually granted at the request of the student and his/her parents. Rarely a medical leave may be required by the school for a diagnostic evaluation or treatment when a student's presence on campus might jeopardize his/her own health or compromise the well-being of others. Such leaves may last from a few days to one or more terms, depending on individual needs and circumstances.

TOBACCO: Recognizing that smoking and smokeless tobacco are dangerous to health, the school forbids the use of either by students.

AIDS: Phillips Academy shares in the commitment of all other institutions of its kind to education concerning AIDS for all students, faculty, and staff. Such educational programs are a priority at Andover, because at present the only protection against HIV is through preventive measures.

AIDS is currently thought to be transmitted only by intimate sexual contact, by exposure to contaminated blood, or from infected mother to fetus. Since the casual contact of daily life does not pose a risk and since precaution against accidental transmission of HIV from bleeding injuries will be taken routinely, students, faculty, and staff who are infected with HIV or who have AIDS will not, because of this fact alone, be restricted from access to Phillips Academy.

Students who are infected with HIV or who have AIDS are strongly encouraged to inform the medical director at Isham Infirmary. With the student's permission, the medical director may then communicate with the student's private physicians concerning the student's health status while the student is in attendance at Phillips Academy. The medical director will also confer with the affected student and make available to him/her

any of the medical or psychological resources which may be helpful to him/her at Andover. The medical director shall otherwise keep the student's condition strictly confidential, except in extreme circumstances if absolutely required to protect the health of the student or others.

ROOM VISITING: The school recognizes that healthy relationships require a certain amount of privacy and a place where students can feel at home. Consequently, room visiting between male and female students is allowed. However, the academy also believes it has a responsibility to educate its students about the role of sex in relationships and that boarding school is an inappropriate place for students to engage in sexual intercourse. Room visiting begins only after dormitory meetings in the early fall, during which students and faculty discuss relationships in general and guidelines for room visiting in particular. (Room visiting for Juniors does not begin until the Winter Term.) Hours reflect an effort to encourage mutual respect among individuals in the community and are determined by each House Counselor within the following guidelines:

For grades 10-12

Monday-Thursday and 6-day Fridays: 2:45 p.m.-8:00 p.m.

5-Day Fridays: 2:45 p.m. - 9:30 p.m.

Saturdays: 1:00 p.m. - 11:00 p.m.

Sundays: 1:00 p.m. - 8:00 p.m.

For grade 9

Fall: None

Winter: Monday - Friday 5:00 p.m. - 8:00 p.m.

Spring: Monday - Friday 5:00 p.m. - 8:00 p.m.,

Sunday 1:00 p.m. - 8:00 p.m.

To request visiting permission, both host and guest must personally check in with the host's house counselor and record their names on the special sheet provided. Both host and guest must also sign out when departing. Though they may expect to see the house counselor personally at sign-out, personal check-out is required on Friday nights of five-day weeks and on Saturdays. Despite the generous hours allotted for room visiting, house counselors lead very busy lives; consequently

the actual time available for visiting can be relatively limited. Students should not pressure their house counselors to alter their already complicated schedules. House counselors may deny permission to visit if it is in the best interests of the students involved or of the dormitory. A student on Disciplinary Restriction may not request visiting permission after 8:00 p.m. on Saturdays or Fridays of five-day weeks.

STUDY HOURS: A dormitory should at all times be quiet enough to allow effective study. Any student or House Counselor should feel free to ask others to allow that right. Such a request should always be honored. The time reserved for study normally begins at 8:00 p.m. on nights preceding classes. At that time, underclass students must be in their own dormitory or doing academic work in the Library, Language Laboratory, Art Studio, or Graves Hall. Interdorm visiting for underclassmen is not allowed. Dormitory Common Rooms may be used only for study. Only seniors may frequent the Ryley Room after 8:00 p.m.

THE ENVIRONMENT: The academy has recognized the need for unselfish strategy and policy to preserve the ecological balance of the environment we live in. Education, awareness, and discipline are essential to achieving this goal.

Students are expected to separate aluminum cans, paper and glass from the rest of their own garbage, and to make sure they are recycled. Large dumpsters for paper are placed around the campus to encourage and ease the recycling process.

PRIVACY: All members of the community should respect the privacy and property of others and share in the creation of an environment which protects the physical and emotional well-being of each member of the dormitory.

The House Counselor and Cluster Dean will respect the privacy of a student's room. However, because the House Counselor is responsible for the dormitory and its residents, the House Counselor must have immediate access to any room upon knocking and may use a pass-key to enter whether a student is present or not. On the rare occasion when a systematic search for contraband is necessary, the Cluster Dean will conduct it formally, in the presence of the student, the Cluster President, and the House Counselor.

PERSONAL SAFETY: Safety and security, inevitable concerns in a community as large as ours, can only be ensured if everyone cooperates in abiding by certain procedures and restraints which aim to protect us all.

Sign-ins: For reasons of safety, students are expected to sign out of their dormitories after 8 p.m. and to sign in upon their return, no later than 10 p.m. Students are not permitted to be downtown after 8:00 p.m. On Friday evenings of five-day weeks, the sign-in time for underclassmen is 10 p.m., 11 p.m. for seniors; on Saturday evenings, the sign-in time for all students is 11:30 p.m. After sign-in until 5 a.m., the academy expects students to remain in their dormitories unless permission to leave has been given by the House Counselor or the Cluster Dean.

Day Students: Day students who are on campus during study hours must be in one of the study areas designated above. Underclass day students may not visit in dormitories without special permission. All Day Students are required to leave the campus each night by dormitory sign-in time unless they have permission from their Cluster Deans to stay later.

Day students may spend the night with friends in the dorm on nights not followed by classes the next day. They must obtain the permission of the house counselor, who, before granting it, will expect a call or note from the day student's parent.

Off-Campus Permissions: At the discretion of the faculty, certain weekends of the school year may be closed; that is, overnight excuses may not be taken on those weekends. Students of all classes may apply for an overnight excuse for any other weekend. Overnight excuses begin after the last appointment of the week and end by 8 p.m. on Sunday. They are granted only to a student's own home or to destinations where adult hosts have issued an invitation and will be present during the student's visit. With express parental permission, exceptions are sometimes granted to Seniors for visiting college campuses; exceptions MAY be granted to other students in other circumstances only if parents of students involved insist and give express written permission. However, overnights in the Boston area without appropriate adult supervision are not granted under any circumstances except to students who are returning to their own home with their

parents' knowledge. All excuses are subject to the approval of the House Counselor and the Cluster Dean, who publish details of the excusing procedure.

Any student may also apply for a day excuse, normally taken after the last official appointment on Wednesday, Saturday, or Sunday, though seniors may also take day excuses until 11 p.m. on Friday evenings of five-day weeks. Saturday day excuses end at 8 p.m. for juniors and lowers; uppers and seniors may remain off campus until 11:30 p.m. All students must return to campus on Wednesdays and Sundays by 8:00 p.m. Day excuses are also subject to the approval of the House Counselor or the Cluster Dean.

The school expects students to conduct themselves responsibly on day or weekend excuses. As a minimum this expectation encompasses observance of state and federal laws, but also includes respect for rights of others. Renting hotel rooms for parties on weekends or day excuses cannot be permitted; students who appear at such parties can expect a disciplinary response. Students are expected to return to the campus free from the influence of alcohol or illegal drugs. In general, the school's jurisdiction extends to students off campus under the following circumstances:

(1) school is in session or the student is departing or returning to campus in conjunction with a vacation **and**

(2) the school is called to act *in loco parentis* **or** reports of misbehavior precede or follow the student's return.

Whenever problems arise, the school may respond with counseling, discipline, or both.

Motor Vehicles and Bicycles: The academy expects that boarding students not keep motor vehicles in or near Andover. They may ride in a motor vehicle if the driver is a member of their family, a faculty member, or another person authorized by the student's House Counselor or Cluster Dean. Students' travel plans for out-of-town permissions or vacations must be approved by the House Counselor and parents. For reasons of safety, the school disapproves of hitchhiking.

Except when explicitly authorized, licensed day students may drive only themselves and other day students to and from the campus. From the time a student arrives until he or she leaves, motor vehicles, including mopeds, must be left in the assigned parking area and must not be used for campus

transportation. The use of bicycles is permitted. Students are expected to register them with Campus Security, to lock them when not in use, and to obey all rules of the road, including proper lighting and reflectors at night.

DORMITORY SAFETY AND SECURITY:

Fire safety equipment, fire extinguishers, and smoke alarms are designed for use in an emergency. Students may not possess, use, or carry: firearms of any type, facsimile firearms, or air guns; explosives, fireworks, dangerous chemicals or ammunition, knives with fixed blades (other than eating utensils); all other weaponry that is illegal in Massachusetts. Students should never have an open flame in their rooms. House Counselors will regulate the use of appliances in designated areas in each dormitory.

Because, in an emergency, a House Counselor must know exactly who is in the dormitory, guests may spend the night in a dormitory only with the House Counselor's permission, given well in advance, and ordinarily not on nights preceding classes. Overnight visitors from off campus must be under 18 and have permission to be in the dorm from the host's Cluster Dean. Guests are the responsibility of their hosts and must abide by all dormitory procedures and school rules.

For health reasons related to dormitory living, no pets are allowed.

For personal safety, all dormitory doors must be locked at sign-in. Students who leave the dorm after sign-in, who open the doors to allow visitors access after sign-in, or who prop open doors compromise the safety of themselves and others and can expect a strong disciplinary response.

To ensure fire safety, House Counselors will conduct weekly room inspections. Students are expected to keep their rooms and hallways safe, following the safety guidelines posted in each dormitory.

Students and parents are cautioned that the school assumes NO responsibility for the security of personal possessions. Personal belongings including, but not limited to, clothing, books, furniture equipment, appliances, electronic devices, and electronic media items are to be insured by the family against ALL physical loss, damage or theft. Parents are advised to notify their agent or insurer that such items are with the student away at school. Hair blowers should be used with caution. Personal computers are permitted.

RULES

The goals and expectations presented in the opening pages of the Blue Book are ideals toward which to grow. Their statement is intended to encourage positive participation in the dormitories and clusters individually and in the school as a whole, to encourage the learning process, and to encourage the realization that the welfare of the individual is often best realized by respecting the welfare of others.

The school recognizes that to support these expectations there must be a clear statement of rules, a minimum standard of behavior. The school considers the following to be major offenses with the community:

- Dishonesty, including lying, cheating, plagiarizing, misuse of sources, or dual submissions of academic work, as well as theft of goods or services, misappropriation of library books, failure to comply with copyright rules including inappropriate use of proprietary software, fraud, falsifying sign-in or misuse of phones, credit cards, or ID cards.

- Actions dangerous to the health, safety, or well-being of other persons (e.g., actions or derogatory remarks constituting harassment based on race, ethnicity, religion, gender, or sexual orientation, malicious threats of any kind, willful infliction of personal injury, willful violation of fire regulations, possession or use of weapons, facsimiles, ammunition, or hazardous materials, or destruction of property).

- The use, possession, or being under the influence of alcoholic beverages or illegal drugs, as well as the abuse of other substances (inhalants, over-the counter medicine, etc.)

- Possession of paraphernalia associated with drug use.

- Smoking.

- Absence from school bounds without permission.

- Serious absenteeism in a single term from required school appointments or repeated terms of poor attendance. Required school appointments include classes, sports, all-school meetings, work duty, and special required life issues seminars.

- Serious or repeated violation of rules regarding sign-ins and absence from one's dormitory after sign-in deadlines.

- Unauthorized parietals.

- Serious or repeated violation of regulations controlling registration, operation, parking, and riding in a motor vehicle on campus.

- An accumulation of lesser offenses which have resulted in numerous appearances before a Discipline Committee or which otherwise clearly indicate an unwillingness or inability to live within school behavioral guidelines.

- Failure to live up to expectations or to the terms of probation. Repeated probations are unacceptable, as in an accumulation of persistent irresponsible actions.

Students as “hosts” are responsible for what transpires in their rooms and as such may be liable for disciplinary action even if they have not personally broken the rules of the academy. Students who organize or host parties where drugs and alcohol are used, whether on or off campus, may face major disciplinary consequences, including dismissal. Moreover, students who remain in the presence of rule-breaking may be liable for discipline.

Responses of the Community to Failure to Live Up to Rules and Expectations

The academy expects that all members of the community take seriously and positively their responsibility for cooperating with and upholding the ideals of the school. When an individual acts irresponsibly the community intends to respond as a whole and, to the extent possible and consistent with the first goal, encourage personal growth and the acceptance of individual responsibility.

Such responses may be initiated by peers, by a House Counselor, by a Cluster Dean, or by a Cluster Discipline Committee.

The initial response to a rule violation is normally exercised by a faculty member who confronts the suspected violator and seeks voluntary confirmation. If the student denies breaking a rule and if evidence is compelling, the faculty member may summon a colleague for corroboration. If there is no doubt, the case is referred to the student’s House Counselor or Cluster Dean, who will talk further with the student, then, when appropriate, see that parents are notified. A Cluster Discipline

Committee is convened to recommend an appropriate response to the Cluster Dean, who makes the final decision and serves as chair of the committee. Other members include the Cluster President, a student disciplinary representative, the House Counselor or Day Student Counselor, and a faculty disciplinary representative. Occasionally in exceptional circumstances the committee may be configured somewhat differently. For example, if the Cluster Dean is also the offender's House Counselor, another dean may chair the meeting, or, if issues of student privacy are involved, adults only may comprise the committee. The Cluster Dean or House Counselor may also recommend a "small Discipline Committee" comprised of the House Counselor, the Cluster Dean, and the Cluster President. Such recommendations can be relatively routine for offenses during the last two weeks of a term if suspension or dismissal is not a potential outcome. A student may always opt for a full hearing instead of a "small Discipline Committee."

Prior to the discipline meeting, or in some clusters where procedures include formal testimony in the actual discipline meeting, the student may have a student or faculty member speak on his behalf to members of the discipline committee.

During the meeting, the student is urged to give a full account of the incident, or argue his or her innocence. Dishonesty by a student during a discipline meeting will lead to a recommendation for an immediate dismissal. In rare cases where the details of the offense are not clear, the Cluster Dean and the student may ask the enforcing faculty member to be present.

In considering the appropriate response to a case of irresponsibility, the determining person or group will take into account the student's age and experience, special circumstances, the welfare of the individual, and, above all, the welfare of the community as a whole.

In extraordinary circumstances, as in a situation in which the welfare or safety of others appears to be jeopardized, any immediate response is followed by a hearing. Each cluster has a formal, posted disciplinary procedure.

Counseling: In many cases of minor irresponsibility, informal counseling may be the most appropriate response. Such counseling may be carried out informally by peers or proctors, or by a House Counselor or Cluster Dean. In addition, the professional counseling services at Graham House may be used.

Major offenses will be subject to formal review in the cluster.

Discipline:

Restriction: For some cases, Restriction may be appropriate. A House Counselor or Cluster Discipline Committee may place a student on Restriction for a specific period, usually two weeks, and for specific times during the week, weeknights, weekends, or both. During the term of Restriction, students *must remain on campus* and must be in their own rooms without visitors after 8 p.m. on weeknights and in their own dormitories on Saturday nights and Friday evenings of five-day weeks. Students on Restriction may not request room visiting permission ('parietals') on Saturday nights. For day students, the terms of Restriction are usually spelled out by the Cluster Dean in each instance. Usually parents are asked to help by applying, wherever possible, the same limitations that the school applies to boarders. Normally, the school also requires that day students on Restriction leave campus by 8 p.m. each evening, including weekends.

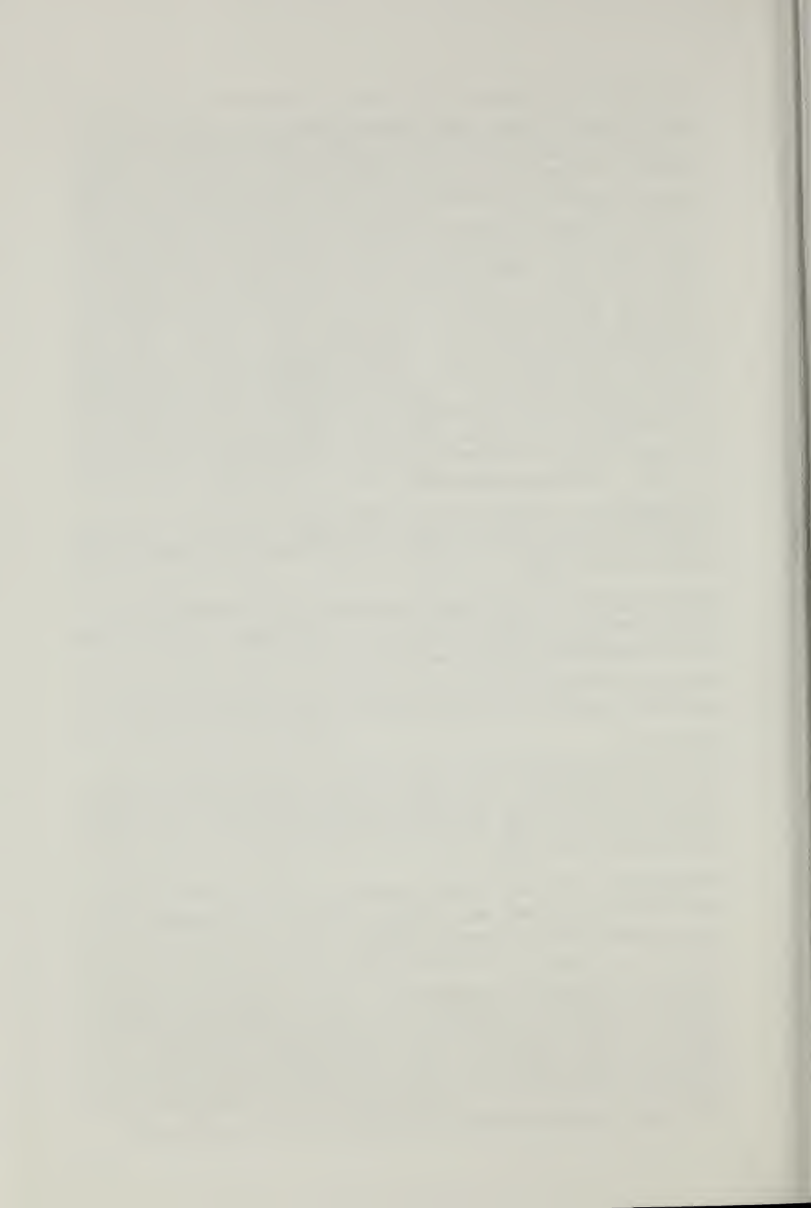
Bounding: For certain kinds of offenses, a Cluster Dean may prohibit a student from leaving School Bounds (see map on the final page of book).

Work Periods: In some cases, a student who demonstrates unwillingness to cooperate with community rules or expectations may be assigned a project of work as restitution.

Censure: A Cluster Dean may invoke formal censure to indicate the gravity of a student's misbehavior or error of judgment.

Censure No Repeat: For some serious misbehavior a Cluster Dean on behalf of a Discipline Committee may censure the student and warn that a repeat of this behavior or one similar may result in dismissal.

Probation: A Cluster Dean, on the advice of the Cluster Discipline Committee, may place on Probation a student who demonstrates serious irresponsibility. The Cluster Faculty may place a student on Probation for excessive unexcused absences according to guidelines set out in advance by the cluster. The term of Probation runs until the end of the current term, or, if there are fewer than seven weeks remaining, until the end of the following term. During this time, a student is expected to justify his or her place in the community by attitude and cooperation in all areas.



brought to their attention, and in all instances of major offenses, parents will be notified before and after disciplinary action.

Colleges and Discipline: Although we view discipline as part of the educational process and normally an internal matter, rule violations by students at Andover may have consequences beyond the confines of the academy. Colleges, too, have become increasingly concerned about student behavior on their campuses. Many colleges have begun to ask admission candidates on the application form for information about their high school disciplinary records. When asked, students are expected to respond honestly regarding "serious disciplinary infractions," which we define as Probation, Suspension, and Censure/No Repeat. Such reporting occurs at the time the application is submitted, while the application is being reviewed, or after the admission decision has been made, depending upon when the major rule violation takes place. When a senior is separated from the Academy **for any reason**, colleges at which the student has active applications for admission or at which the student is holding an offer of admission will be so notified. As advocates for our students, the college counselors will work closely with students in reporting these matters to colleges.

Community Governance

Phillips Academy seeks to support each individual's worthy actions and attitudes, to help a student who makes a mistake in social behavior understand why it is harmful, and to encourage all students to participate in the governance of the school.

The Clusters: Each student of the academy, day or boarding, is assigned to one of the six residential clusters. A cluster is composed of about 150 boarding students in a group of dormitories, the faculty of these dormitories, certain faculty residing in houses nearby, and between 40 and 50 day students. The cluster is intended to be the student's home ground. Within the clusters, students and faculty families share in the activities, associations, and mutual support of smaller communities, as well as the facilities and programs of the entire academy. Mutual support takes various forms and, in each dormitory, older students' concern for younger ones is of

particular value. In most dormitories, upperclass students assist the House Counselors as proctors and advisors.

While the faculty as a whole makes final decisions on schoolwide procedures, students and adults together within each cluster create and implement the policies which guide cluster life.

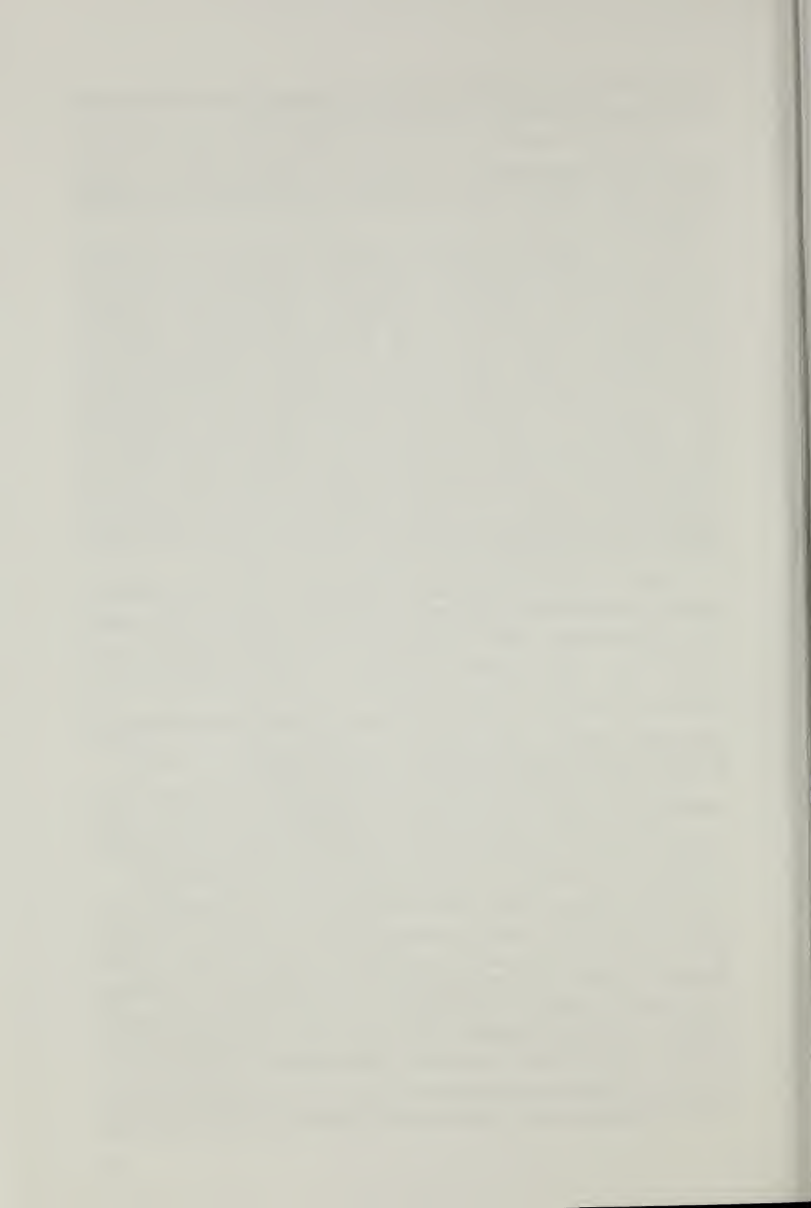
Through student-faculty groups, such as the Cluster Councils, clusters support school-wide expectations and rules, determine housekeeping procedures appropriate to cluster facilities, and ensure compliance with safety and fire regulations. The Cluster Discipline Committee takes or recommends corrective response whenever a student of the cluster has demonstrated inability to meet school or cluster expectations. All dormitory restraints are designed to ensure an atmosphere conducive to study and to protect the privacy of students and House Counselors. Each cluster issues its own supplement to the Blue Book, explaining the guidelines for excusing procedures and other daily living arrangements which may vary slightly from one cluster to another.

Counselors: The House Counselor is responsible for primary counseling and support of students living within his or her dormitory, and is charged with maintaining safe conditions, order, a good study climate, and observance of school rules. The House Counselor grants day excuses and parietal permissions and approves, with the Cluster Dean, all overnight excuses. The House Counselor is also the school's primary liaison with parents of boarding students.

The Day Student Counselor is responsible for making periodic contact with students assigned to him or her, monitoring their progress and welfare, providing advice and support, and serving as primary adult contact with parents.

Cluster Deans: The Cluster Dean's main responsibility is to lead, coordinate, and evaluate these counselors, but the Cluster Dean also grants special permissions, chairs disciplinary proceedings, writes letters on discipline to parents and for the record, and serves as a backup counselor for students within the cluster. The dean also administers cluster housing, appointments, elections, committees, and activities.

Dean of Students and Residential Life: The Dean of Students and Residential Life is primarily responsible for leading,



When the faculty at its June meeting sees an unsatisfactory record by a student on No Excuse, the faculty may require the student to withdraw.

Red Flags and "On Report"

An informal reporting system assists House Counselors and Day Student Counselors in keeping track of the attendance and academic performance of each of their counselees and makes it easier for the classroom teachers to communicate with their students' counselors.

When an instructor or coach is worried about any aspect of a student's performance, or when a student has two or more unexcused absences, the instructor may report this to the student's counselor on a Red Flag form, constituting a request that the student be put On Report. The Counselor then sends to each of the student's instructors an On Report form which requests a periodic statement about the student's progress. On Report may also be initiated by the House Counselor.

On Report has no disciplinary connotations unless poor attendance or effort is involved; it is a device to allow those faculty members closely involved with a student to pool their information, concerns, and views about the student for his or her benefit. After reviewing the assembled reports, a counselor may recommend to the Cluster Dean that appropriate counseling, disciplinary action, or other steps be taken.

Reports and Grades

Reports of grades, attendance, and faculty action affecting a student are mailed to the parents or guardians at the end of each trimester, at the Fall Mid-Term and in some cases at the Winter and Spring Mid-Terms. At the end of each grading period the counselor and student discuss the student's progress and review the Instructors' Reports. Parents of underclass students may expect to receive a comprehensive report from the counselors and copies of the Instructors' Reports in December and June. Parents of seniors will receive December reports.

At the end of a trimester or course, a grade of incomplete normally may be given in response to unsubmitted course work only for medical reasons. Permission for any non-medical incompletes will be granted rarely, and only with the approval of the Dean of Studies' office. A mark for incomplete

work (whether passing or not) is bracketed. An asterisk with the brackets indicates that the work is incomplete because of illness.

6 Outstanding	2 Minimum pass (and minimum college certifying grade)
5 Superior	
4 Good	1 Failure
3 Satisfactory	0 Low Failure

Effort and Attendance

The letter U (Unsatisfactory) may be used with any grade to indicate a persistent pattern of behavior in which a student is frequently unprepared for class, disruptive or inattentive, late, absent, or late in handing in assignments. The letter S (Satisfactory) is used only to indicate a change within a term from Satisfactory to Unsatisfactory, or the opposite: S-U, or U-S.

Students are expected to meet, and be on time for, all academic obligations, athletic and activity commitments, all work program assignments, and all medical appointments, and to attend all school and cluster meetings, unless excused by teachers, supervisors, or coaches in advance. No student may be excused from a class in order to lengthen a weekend or vacation without permission of the Cluster Dean. Faculty members take attendance at each class meeting, required athletic session, and required school meeting. Each student is required to write a brief note to the teacher explaining each class absence, whether or not the absence was due to illness. Weekly, the number of unexcused absences is reported to the Registrar, teacher, coach, or dean making the judgment as to whether an absence is excused or unexcused. The total number of unexcused absences is reported to parents on the report card; a record of both excused and unexcused absences also appears on each Instructor's Report.

Students who accumulate unexcused absences may expect disciplinary action.

Class Absences

Whenever a student is absent from class for ANY reason (including being excused by Isham Infirmary), he or she, upon returning to the class, MUST give the teacher a brief note stating the reason for the absence. On the basis of these explanations the teacher determines whether the absence was excused or unexcused. There is a "grace period" of one week

following the end of the week in which an absence occurs during which a teacher may correct any errors in absences reported to the Registrar's Office.

If a student does not write a note, there are two consequences: 1) the teacher will probably conclude that the absence was unexcused; 2) there will be *no possibility* of making any correction to the record after the grace period, even if an absence was clearly excused.

Absence for Medical Reasons

If, for medical reasons, a student is required to be absent from campus or classes or is limited in participation in the athletic programs, he or she must arrange personally to be excused through Isham Infirmary. This procedure allows proper recording of necessary absences and excuses; it permits the Medical Director to be aware of health problems, to cooperate with families and other physicians, and to make appropriate arrangements on campus.

Day students who stay home because of illness must have their parents call Isham Infirmary each morning; names of such students will then be reported to all school departments. Students calling in themselves cannot be excused.

Day students who miss a school commitment because of an off-campus medical or dental appointment must show to each teacher or coach of any missed commitment(s) an appointment card, receipt, or note from the doctor or dentist.

The Honor Roll

A student is placed on the Honor Roll upon receipt of the minimum grade totals for the number of courses indicated by the following table (no grade may be below 3 or incomplete):

Number of courses:	3	4	5	6
Minimum of grade totals:	15	19	24	28

Personal Time

Each term, students may take one period of personal time in each of their classes and their sports. If personal time is taken in all of one's classes and sport on a single day, the student will have the entire day free (like the old Personal Day). Students may, however, choose to spread their personal time out over the term, giving them two half-days or a number of free periods scattered throughout the term when needed. Compared to the old system of Personal Days, the new system

gives more flexibility to the students and in the case of juniors, lowers, and uppers, it potentially gives them more personal time than the old Personal Day system. Juniors and lowers may only take personal time in the Winter and Spring Terms.

Personal time must be scheduled at least one day in advance of the missed class or practice. After missing a class or practice, a student may not ask that this unexcused absence count as personal time. Personal time may be requested during the Dean's Schedule period. No personal time may ever be taken in a class if there is a scheduled test, quiz, or laboratory.

To encourage perfect attendance, a student may take personal time in a class only if she/he has ZERO unexcused absences in that class during the current term prior to the day of the scheduled personal time. Every student gets a clean slate on personal time each term. The previous term's cut history will not affect the new term's personal time. Students with an estimated grade of 2 or below may be granted personal time only at the teacher's discretion.

ACADEMIC INFORMATION

Classification

Upon entry students are typically classified by the Admissions Office as juniors, lower middle, upper middle, or seniors. After matriculation students may reclassify only with the permission of the Academic Advising Council.

Transfer of Courses

The request to transfer must be made before the fifth calendar class day of the term or as announced in the Daily Bulletin. The student must obtain written permission from his or her Academic Advisor (a faculty member assigned to each student to assist in course selection and program design) and present that written permission to the scheduling officer in the dean's office. For changes of section within a given course, a student must obtain written permission from the chair of the department and present that slip to the scheduling officer. No transfer is official until this slip is filed with the scheduling officer.

Dropping a course

A student may not "go light" (take less than the normal load) without the permission of the Academic Advisors.

Term-contained courses: These may be dropped in any term during the first three calendar weeks of the term but not after this period of time. A student must get a drop slip from the Academic Advisor and file it with the scheduling officer.

T2 and Yearlong Courses: See the Dean of Studies for a petition that must be taken to the instructor, chairman of the department, House Counselor, Academic Advisor, and then returned to the Dean. Permission is granted only when all concerned feel that the student's best interests will be served by dropping the course. T2 and yearlong courses are meant to be firm commitments and should not be taken lightly. When a yearlong course is dropped in the second or third term, credit for the previous terms is awarded only at the discretion of the department and may be withheld entirely.

Academic Assistance

Tutoring

Students experiencing academic difficulties should first seek help from their teachers. For more extensive help, students who need help in writing, reading, or organizational skills should make arrangements at the Academic Counseling Center in Graham House, where group and individual tutoring is available. Services are offered in a variety of ways by the professional staff. Students may take study skills courses or individual tutorials for credit when recommended by the Academic Advisor. Students may also be referred for academic counseling by individual teachers for help in specific courses or they may seek help on their own.

Outside Tutors

The Academy does not endorse, nor will it make accommodations to support the use of, outside tutors. Because Phillips Academy is a residential school, academy teachers are widely available to students outside of class. Students and/or their families who nevertheless wish to engage outside tutors may do so with the advice of academic faculty, but the responsibility for the tutoring situation is entirely their own. Outside tutoring may only take place in the Academic Counseling Center in Graham House.

Help for Learning Disabled Students

Learning disabled students are admitted under the same standards as other students and expected to meet the same criteria to graduate. However, the school recognizes that learning disabled students may require reasonable adjustments in the procedures used to meet those criteria. Reasonable adjustments, as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), are an individual matter and must be worked out with the school's Academic Counselor and within the constraints of the academy's resources.

The following kinds of adjustments are possible and will, of course, be dictated by individual circumstance:

- Extended time on tests and exams, with a maximum limit of time-and-a-half.
- Permission to record classes.
- Provision of a separate room for exams.
- Use of a word processor to write exams.

In order to qualify for any reasonable adjustment, a student must have a documented learning disability. While the school will consider diagnoses from outside agencies, these must be reviewed by the Academic Counselor and, typically, by a specialist designated by the school.

Note: The Educational Testing Service offers nonstandard administration of SAT I and II to learning disabled students. Phillips Academy wishes to be supportive of such students and will administer untimed standardized tests; registration is required six weeks in advance of the administration date. All non-standard testing will be administered on the national test dates for SAT I and II.

Students and their parents should be aware that for a student to qualify for non-standard testing the College Board now requires the school to certify that it regularly provides the student with special arrangements for instruction and/or assessment that are the same as those being requested for SAT I and SAT II. Learning disabled students should consult with their college counselors or academic counselors about these tests.

Academic Honors

Prizes

Prizes are awarded each year, mainly during and at the end of the Spring Term, for proficiency in individual academic subjects, and various awards are made in the field of athletics. In addition, there are special honor awards accorded for character, leadership, and contribution to the school community.

The Cum Laude Society

Corresponding to the Phi Beta Kappa Society in colleges is the preparatory school organization known as the Cum Laude Society. Its aim is to recognize and encourage high scholarship throughout the secondary schools of the country. The society was founded at the Tome School in 1906, and has gradually been enlarged until now there are 153 active chapters, including Phillips Academy's, which was founded in 1907. By ruling of the National Society, no more than twenty percent of any graduating class may be elected to the Cum Laude Society. Accordingly, the Andover Chapter elects up to ten percent in February and ten percent at Commencement. To be eligible, a student must be a diploma candidate in good standing (i.e., not suspended or on Probation) and have maintained at least a 5.0 average during and after the terms under consideration. Detailed criteria are available for inspection in the Dean of Studies office.

Life Issues Education

Andover believes that some health and life issues need highlighting outside the classroom. We have therefore developed programs in which all students must participate during the school year. These include Drug and Alcohol Awareness Week each fall; Martin Luther King, Jr., Day during the winter; and AIDS Education Programs each spring. All uppers attend date rape prevention seminars; uppers and seniors are invited to join Human Relationships and Sexuality Seminars on a voluntary basis. Dormitories also may sponsor programs on eating and nutrition and discussions on a wide variety of current and enduring interest to adolescents living away from home.

Alternative Academic Programs

Senior Projects

To provide opportunity for pursuing intellectual and creative interests beyond the scope of regular courses, the individual academic departments are empowered to permit seniors to substitute independent projects for regularly scheduled courses, providing that: the project will replace only one academic unit per term for a maximum of three terms; the student has achieved honor grades in course work done with the department approving the project; and the student has no grade below 3 in the term preceding and has no need to make up extra credit for the diploma. A senior may not substitute a credit-bearing academic project for his activity or athletic commitment. Arrangements may be made for a student to pursue a term-long project which will require that student to be off campus. A student should apply for either on-campus or off-campus projects during the preceding term by obtaining a form in the Office of the Dean of Studies. This form must be filed in that office by the deadline published in the Daily Bulletin.

Eligibility

To participate in the off-campus programs listed below, students are expected to have at least a 3.5 average with no failing grades in the two terms preceding participation in the program and be in good standing from a disciplinary perspective. For a foreign language program a student is generally expected to have at least a 4 average in the program language. Final approval for participation in all off-campus programs will be made by the Dean of Studies.

School Year Abroad

Since 1964, almost 3,000 students from PA and other schools have taken advantage of this unique opportunity to "go beyond the familiar," mastering a second language and culture while pursuing a demanding academic program in Rennes, France, or Barcelona, Spain, during the academic year.

In 1994, SYA is opening a third program, to be based at the secondary school attached to Beijing Normal University, Beijing, China, and to run for the fall semester.

Students gain not only international awareness but also

increased self-confidence, maturity, and a renewed enthusiasm for learning. As one graduate put it: "SYA was the most significant and enriching educational experience of my life. Period."

In Europe, students live with local host families for the academic year and take courses from carefully chosen faculty at SYA's own facilities. Language, literature, history, art history, and civilization courses are conducted in French or Spanish. In China students will live in a dormitory during the week, and with host families on weekends. They will take an intensive Mandarin language course two hours each day in addition to Chinese history, poetry, painting, and martial arts. In all three programs, English and math are taught in English by American teachers on one-year appointments.

SYA's curriculum provides excellent preparation for university study and credits count toward PA diploma requirements. Students participate in sports and other activities with their French, Spanish, and Chinese counterparts and may travel either independently or on school-organized trips during vacations.

Students take all appropriate College Board Exams and receive necessary counseling. In the past 13 years, the following colleges and universities have enrolled 20 or more SYA graduates: Georgetown (87), Brown (72), Yale (65), Harvard (53), Berkeley (41), Stanford (43), Columbia (40), Princeton (35), Middlebury (28), Duke (22), Penn (22), Wesleyan (23), Oberlin (23), Dartmouth (22), Tufts (21), University of Virginia (21).

Co-sponsored by Phillips Academy, Phillips Exeter Academy, and St. Paul's School, SYA works closely with 22 additional associate schools around the country.

A detailed catalogue is available from the language department or from the SYA office, Phillips Academy, Andover, MA 01810 (tel: 508-749-4420, fax: 508-749-4425).

The Washington Intern Program

The Washington Intern Program, in which Andover joins with Exeter, allows a group of seniors and upper middlers to spend the Spring Term living in Washington, D.C., and working in the offices of U.S. Senators and Congressmen. Information on this program may be obtained from the Department of History.

Term in Spain, France, Mexico, or the Ivory Coast

Students enrolled in a Spanish course (22 or higher) may elect to spend the Winter Term in Madrid or the Spring Term in Mexico. Likewise, third level or higher German students may apply to spend the spring in Göttingen. Third level or higher French students may elect a fall exchange with a lycée in Paris or winter exchanges in either Antibes, France, or Abidjan, Ivory Coast. As is the case with all off-campus projects, approval for participation in any of these programs is dependent on the student's not being enrolled in any year-long courses (except in Spanish or French) and on the student's not needing to take on-campus courses in order to meet diploma requirements.

The Mountain School and the Maine Coast Semester

The Mountain School operates on a working farm in Vershire, Vermont. About 40 students from different schools – Milton, Andover, Exeter, St. Paul's, Dalton in New York, Wheeler in Providence, and Hathaway Brown in Cleveland – spend a semester there, living an active, outdoor existence and taking a full load of subjects. The curriculum is related to the school. The science courses are concerned with environmental management, ecology, and the biological and physical elements surrounding the school. The English classes focus on the role of nature in British and American literature. The American history course fits in with History 30.

The Maine Coast Semester is run by the Chewonki Foundation in Wiscasset, Maine. It is similar to the Mountain School, except that the inland farm setting is exchanged for a North-Atlantic coastal environment. This means that the curriculum focuses on issues of coastal ecology and marine science, in addition to the humanities noted above.

Urban Studies Institute

The Urban Studies Institute is an intensive spring term program for uppers and seniors, during which students' time is divided between on-campus study of urban problems and human development within particular ethnic and urban cultures and service or research work in a nearby city. Uppers and seniors in good standing may apply early (December 1) or in February. Satisfactory interview and recommendations are required for acceptance.

The Work Program

All students and many faculty and staff participate in the academy's Work Program, a group of activities essential to the maintenance and the educational purposes of the school. The academy believes that the healthiest communities result when members invest tangible effort in maintaining them. The jobs accomplished by students are designed to amplify students' and faculty's sense of responsibility toward their physical environment and to teach important life skills as well. Taken together, Work Program activities also lead to a significant cost savings in the operation of the physical plant, an important function in a school which devotes its major financial resources to scholarships and educational programs.

Attendance and satisfactory effort at Work Program assignments is required. Failure to live up to expectations is taken seriously and confronted as firmly as shortcomings in classes, sports, or the dormitory.

Two assignments are organized by clusters:

Commons Duty: In addition to their regular work assignments, students occasionally work in the school dining facility. The clusters rotate Commons duty at breakfast and dinner for one week at a time; thus each cluster is usually responsible for Commons duty twice a term; any one student may have such duty 2-3 times per year. Lunches are covered by crews of students assigned as part of the regular Work Duty Program.

Cluster Dorm Cleaning Program: Half of the students in each dormitory are assigned jobs in their own building which they accomplish regularly as needed. Such tasks include cleaning stairways, halls, or common rooms, and emptying trash. The House Counselor or Student Proctor works with students to assign specific jobs, whether permanently or on a rotating basis, and oversees the general condition of the dormitory. Although no formal attendance is taken, jobs are expected to be done daily and more often if necessary.

Campus-Wide Work Programs

During their PA career, students may be assigned to a variety of jobs for no more than two periods per week throughout the year. Examples include clerical duties in campus offices, sorting mail, dishwashing in the Commons at lunch, and campus beautification with the office of Buildings and

Grounds. Students who have a particular skill or interest may on occasion be assigned to special jobs—for instance, in the Music Department, physics, or language laboratories. All others have the opportunity to indicate their preferences for assignments when they sign up for courses with their academic advisors.

Extracurricular Organizations

Performing Arts

Theater

Students interested in acting, set design, front-of-house business, scene construction, lighting, or any other theatrical involvement may mount productions in the several performance areas in the school. The schedule for major productions may include a Shakespearean play, a modern comedy, and a Broadway musical, the latter the combined efforts of several departments.

The Drama Lab usually, though not always, produces plays of a short and informal nature. These are sometimes experimental and innovative, and occasionally student-written. The lab operates under the guidance of student directors and a faculty advisor.

Plays in foreign languages are also performed under the auspices of the departments involved. Other productions are staged as the main thrust of Theater 26, one of the courses offered by the Department of Theater and Dance.

Students may elect drama as an alternative to athletics in the winter, or may elect stage crew for one of the three trimesters.

Dance

Dance, both ballet and modern, is offered during the athletic period. It is coeducational. There is also a formal academic course in modern dance. Participation, whether as an athletic involvement, as a course, or extracurricular, may lead to public performance in recitals or in a major production such as the spring musical.

Music

The three major musical organizations of Andover are the Chorus, the Concert Band, and the Orchestra. In addition to these there are numerous other groups, such as a large Jazz Band, a chamber music program, and varied combinations of

woodwind, string and bass ensembles. The Fidelio Society is a smaller and very exclusive group made up of the finest voices from the Chorus. It also appears in concerts and at chapel services and various informal gatherings around campus.

The department sponsors a Marching Band, which works as a pep band to play for home football games. Its members also attend the away Exeter game and one other game, either at Northfield Mt. Hermon or Deerfield. During the fall, the band is continually working on concert music as well. There are a late Fall Term concert, a concert during the winter, and a spring concert, sometimes held outdoors.

The Phillips Academy Orchestra is a group of concert proportions. After the strength of the string section is determined, the best bass woodwinds from the band are invited to assist, as the repertoire dictates. The orchestra has an active year, with concerts at Andover in combination with the band and Chorus and before outside organizations. In the spring, the orchestra combines with top players of the band to form the pit orchestra for the annual spring Broadway musical production.

The Phillips Academy Jazz Band is open to all students; those players who qualify make up the 18- to 20-piece organization. Several pianists, drummers, and vocalists share in the large repertoire of music. The Jazz Band performs at various surrounding schools and plays numerous concerts or concert/dances for academy students, faculty and townspeople.

The department sponsors a Chamber Music Society made up of students, faculty, and townspeople who gather one evening a week to prepare for various programs in the community. The Society also hosts informal Chamber Music parties to give performing experience to as many members as possible.

Phillips is fortunate to have a 37-bell carillon. The academy carillonneur has organized a group to best make use of this instrument and explore its musical possibilities. Each year a student is awarded the Fuller Prize, which gives the recipient the responsibility of playing the carillon in the Memorial Tower.

The Community Service Program

Every term one third of the student body participates in a range of community work projects throughout the Merrimack Valley. Opportunities to form partnerships with the

surrounding community are found in connection with academic courses, athletic teams, or during students' afternoon, evening, and weekend time. While working in public service, students also have the chance to develop stronger relationships with local residents and with each other, as well as to hone professional and academic skills. The program incorporates orientation, training, experience, and reflection into each of its aspects.

PA students engage in community service either on an independent basis or through one of the thirty programs offered through the Community Service Office. Some of these include tutoring middle school students through the Phillips Academy Leonard School (PALS) program, serving Russian Tea to elderly immigrants (Foreign Language Collaborative), helping mentally or physically challenged students play a favorite sport (ARC), or joining Habitat for Humanity volunteers to build low-income housing (Social Studies 42). Projects range from weekly or monthly commitments to one-time engagements.

With faculty support and assistance, the Community Service Program is run primarily by students. Seventeen student coordinators make up the working board. Jennifer Niles serves as the faculty director. Interested students should contact the Community Service Office at 508-749-4135.

Publications and Communications

There are a number of publication groups in the school. Competitions for board positions are open in some cases to all members of the school except juniors, in others to members of designated classes. The experience gained in these competitions, whether the candidate is successful or not, is worth the effort, and the prestige of executive positions on the boards is well worth trying for.

The Phillipian, established in 1857, is the official student newspaper of the academy and is published every Friday of the school year.

Its staff is divided into two boards: the Editorial Board, which takes charge of the purely editorial phase of the publication, and the Business Board, which has charge of subscriptions, circulation, and advertisements. Positions on either board are obtained through experience with the paper.

The Phillipian offers opportunities for students who show aptitude for either business or writing.

The Pot Pourri is the academy year book, published at the end of each school year. The book serves to document important events at Andover and stands as the official record of each year. It contains pictures of all the seniors, faculty, and extracurricular organizations, and also seeks to display the aspects of PA.

The Mirror, founded in 1854, is the undergraduate literary and art magazine, published at least three times a year.

The Caucus is published three times a year by the Afro-Latino-American Society; however, contributors are not necessarily limited to those within the society. Contents include articles, poems, photos, and drawings. *The Caucus* enhances awareness of minorities and their experience here on the Phillips Academy campus or elsewhere.

The FM Radio Station

The student radio station (WPAA), with studios in the basement of Evans Hall, broadcasts music, talks, panel discussions, news of campus activities, and other material of interest to the school community. It provides students with an opportunity to learn about the equipment used in broadcasting, about the problems of programming, and about oral poise.

Special Organizations

Social Functions Committee

Social Functions are planned by students in collaboration with cluster committees working with the Coordinator of Social Activities.

The Blue Key

The Blue Key, organized in 1954 and composed of specially selected seniors, is a service organization whose primary goal is to encourage a sense of community by sponsoring activities designed to boost morale and encourage friendliness. The most important of these are New Student Orientation and mentorship of first-year students during their first weeks at PA. Other special events include: pep rallies, cheerleading, the Abbot Bazaar, and a wide variety of social functions both schoolwide and in clusters.

Afro-Latino-American Society

Founded in the fall of 1967, the organization exists to serve the needs of black and Latino students at Andover and to increase communication among blacks, Latinos and the entire school community. The society, which operates under the auspices of the Office of Community Affairs and Multicultural Development, offers mentoring to new black and Latino students, aids in the orientation of all new Phillips Academy students, and sponsors, throughout each year, a range of programs including field trips, lectures, and seminars which highlight black and Latino culture. Membership is open to all interested students.

The International Asian Society

The purpose of this organization is to provide opportunities for education about and sharing of various Asian cultures and traditions, with equal emphasis on bonds and diversity.

The society sponsors programs, demonstrations, field trips, and films on oriental art, literature, music, history, religions, and cuisine. It is open to all who share Asian backgrounds or interests.

The International Club

Open to all foreign students and those interested in the cultures and traditions of other nations, this club has been established to provide support for Andover's growing number and diversity of foreign students and to promote understanding and appreciation of that diversity within the school community.

STUDENT ORGANIZATIONS 1994-1995

Organization

Academy Cantata Choir
Andover Drug & Alcohol
Awareness Committee
(ADAAC)
Af-Lat-Am Society
AIDS Awareness Group
All That Jazz
Amateur Radio Club
Ambassador Club
Amnesty International
Asian Society

Astronomy Club
Aviation Club
Backtracks

Blue Key Society
The Business Club
Chamber Music Society
Chapel Council

Chess Club
Chinese Club
Chinese Student

Association
Classics Club
Classical Musical Society
Community Service
Computer Club
The Courant
The Dance Club
Debate Club

Earth Friends
8'n'One
Fidelio Society
Focus

French Club
Gay/Straight Alliance

German Club
Handbell Choir
Indian/Pakistani Society

International Club
Jewish Student Union
Junior State

Students

W. Dederer/M. Pulzetti

S. Barenfeld/S. Kaiser/
S. Robbins
T. A. Burrell/T. Nelson
M. Sperber
TBA
J. Ehrenfeld
TBA
K. Blanton/J. Peachy
I. (Steve) Song

TBA
B. Downer/A. Green
JB Lockhart/J. Rosenberg/
N. Sarkis
K. Mendonca/L. Pace
Y. Jin/K. Kwong
M. Fang/Y. Lamoureux
A. Huddleston/C. Larose/
J. Steil
T. Griset
S. Resnikoff/W. Wong

J. Hou/K. Kwong/J. Shih
TBA
TBA
TBA
J. Klein/C. Norris
JB Lockhart/R. Walsh
M. Ciaccia/E. Vacco
See Philomethan Society

T. Poo/E. Topper
TBA
L. Borghese/R. Myer
TBA

A. Huddleston/C. Koo
D. Romero

D. Chopra/L. Kalas
TBA
A. Gulati/A. Harsh/V.
Palreddy
A. Kardonski
E. Bronstein
J. Ko/T. Mann

Faculty Advisors

Mr. Wm. Thomas

Ms. Bonney-Smith
Ms. Brown
Mrs. Henderson
Ms. Brown/Mr. Muska
Mr. Moss

Mr. Joel

Ms. Murata (Fall/Winter)
Ms. Fan (Spring)
TBA
Mr. Richards
Mr. Thorn

Mr. Leahy
Mr. Hacker
Mr. Wm. Thomas

Rev. Zaeder
Mr. Cardozo
Ms. Yang

Ms. Huang
Mr. Krumpke
TBA
TBA

Mrs. Lisiak
Mr. Thorn
Ms. Brecher
TBA
TBA

Mr. & Mrs. Bardo
TBA
Mrs. Lloyd
Ms. Fulford/Ms. Kerekes

Ms. Schorr
Ms. Bonney-Smith
Ms. Brown
Mr. Muska
Mrs. Fleming/Mrs. Svec
TBA
Mr. Cardozo

Mr. McCann
Rabbi Gendler
Dr. Beckwith

Organization**Students****Faculty**

Korean Student Fellowship
Leaky Pen

Le Cercle Francais

Mad Beaters

Math Club

Men's Forum

The Mind's Eye

Model United Nations

Muslim Student Union

Newman Club

North Carolina Club

Nuclear Awareness/
Education Group

Ornithological Society

Oriana

Overtime

Oxfam

PA Democratic Club

The Philharmonia Society

The Phillpian

Philomathean Society

Photography Club

Political Economy Club

Pot Pourri

Pre-Med Club

Republican Club

Russian Club

S.A.R.C.

SMACK

The Soapbox

Spanish Club

Student Advocates

Student Art Club

Student Council

Tae Kwon Do Club

Ultimate Frisbee

Videovation

WQS Cluster Charities

Women's Forum

WPAA

The Writing Club

Judy Lee/Jason Ko

TBA

TBA

TBA

TBA

M. Jacobs/ N. Waters

J. Huang

T. Griset/ C. Woo

S. Ayubi

S. Maguire/ J. Chie

C. Lieu/ J. Moore

TBA

TBA

R. Myers

E. Dahl

C. Davol/L. Jain

TBA

TBA

H. Goldberg/ J. Lee, Editor

J. Levin

B. Haysom/ H. Shainker

TBA

TBA

D. Orraca-Tetteh

TBA

K. Hutter

B. Finn/ M. Pulzetti

N. Bilwakesh

M. Lasater/ W. Pena

A. Gulati/ N. Waters

Jon Diorio/ M. Dave

TBA

TBA

P. Nilsson

K. Eguro

P. Nilsson

TBA

TBA

T. Freitas/ J. Gwozdz

E. Campano/ J. Kim

TBA

Mr. Capra

TBA

TBA

TBA

Mr. Barry

Dr. Rotundo

Mr. Fitzpatrick

Mr. Barry

Rabbi Gendler

Fr. Hall

Mr. 'Jay' Rogers

TBA

Mr. Hamilton/

Mr. Koolen

Ms. Igo

Mr. Thorn

Rev. Zaeder

TBA

Mr. Walter

Mr. Lyons

Mr. Crawford

TBA

Dr. Strudwick/

Mr. Brown

Ms. Ostrow

Dr. Keller

Mr. Heelan

Ms. Litvin

Mr. Thorn

Mr. Herbst

Mr. Lyons

Mr. Dix

TBA

TBA

Mr. Rolbin

Ms. Harrigan

Mr. Rolbin

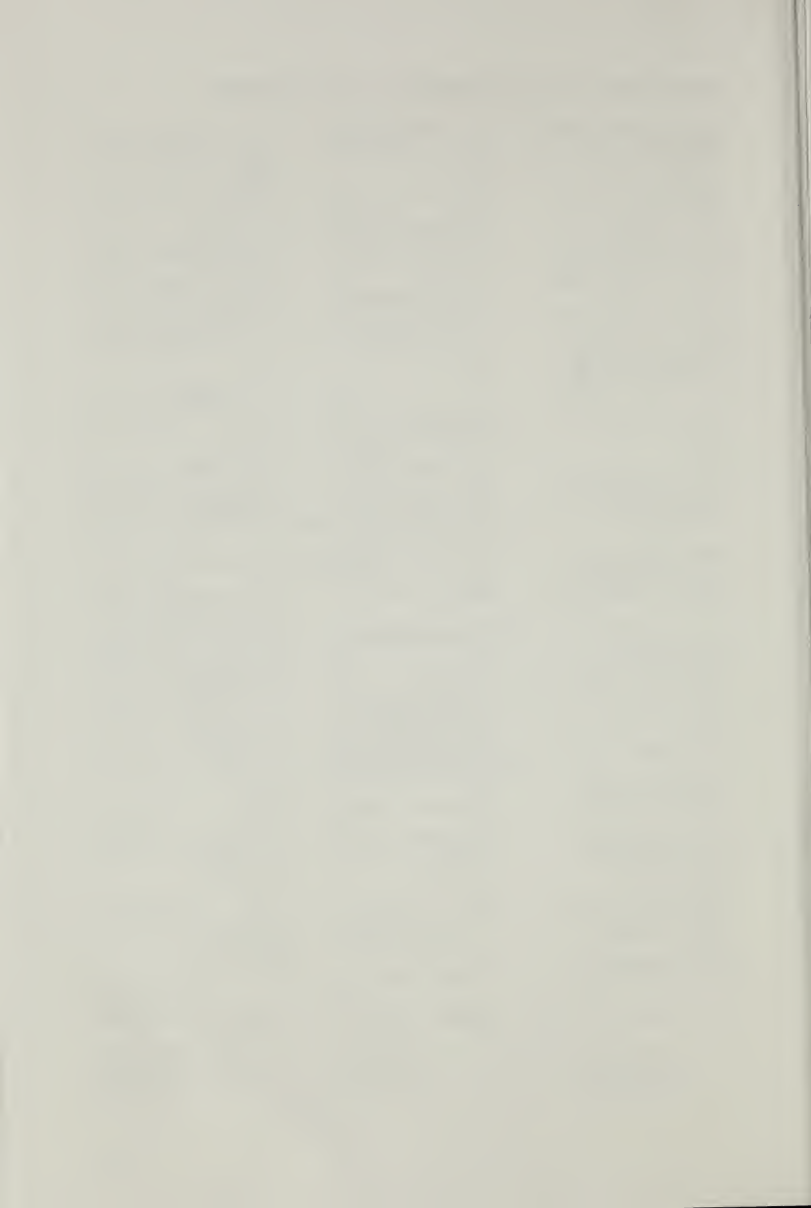
TBA

TBA

Ms. Igo

Mr. Cardozo

TBA



enjoys good standing with the department. Students who have to be excused by the academy's Medical Director from active participation in sports must still meet their athletic requirement in one of the following ways: service as a team manager; qualifying to be a student assistant coach; or successful completion of a rehabilitative program prescribed by the Medical Director and implemented by the trainers.

Interscholastic Athletics

The varsity and sub-varsity programs provide competition with independent and public school teams of comparable strength, as well as some varsity contests against college "B" teams. Andover boys and girls teams usually play other schools on Wednesday and/or Saturday afternoons, and on appropriate Fridays and Saturday evenings.

Intramural Athletics

Coed teams representing each of the six residential clusters compete four days a week in fall soccer; winter basketball; and spring softball. The cluster accumulating the best record in year-long competition wins the Parker-Sprague-Goss Trophy. The Sheridan Award is presented at Prize Day each spring to that student who has contributed the most to the cluster intramural program.

Instructional, Recreational, Fitness and Dance

Various coed options are offered depending upon the availability of qualified supervision and sufficient student enrollment.

Student Athletic Advisory Board

The elected captains of all varsity teams are eligible for membership on a committee which advises the Director of Athletics on the varsity awards system and other aspects of the interscholastic program. Led by their elected chairperson and secretary, this group seeks opportunities to stimulate interest in Andover athletics and in athletically oriented community service projects.

Varsity Athletic Awards

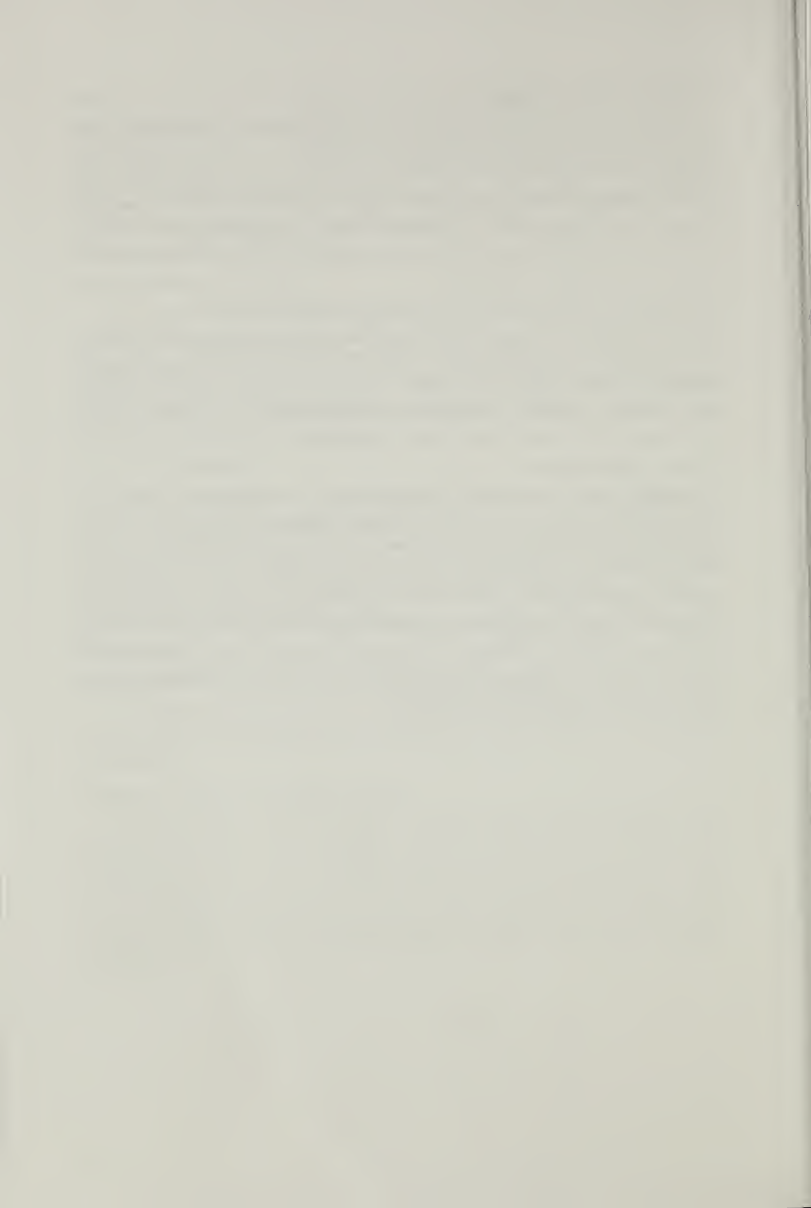
Members of varsity teams who meet standards prescribed for each sport may be awarded the Varsity A by the coach and captain at a post-season Athletic Awards Evening, upon approval of the Student Athletic Advisory Board. The department's highest award, the Interwoven A Sweater, may be obtained by athletes who have won four As in the same season sport, three As in one year or a total of 5 varsity As.

Managers of Varsity and Sub-Varsity Team Sports

The student managers of varsity and sub-varsity teams serve a vital function in assisting their coaches in the efficient handling of practical and logistical details. Varsity managers may receive appropriate athletic awards for excellent service. Managerial positions are normally not open to juniors.

Sports Information

Andover is committed to promoting the success of Andover athletes and teams. To this end, the Athletic Department has created an internship in Sports Information. The intern is responsible for getting news of Andover sports into newspapers across the country. Each year hundreds of press releases are faxed to these newspapers celebrating the accomplishments of Phillips Academy athletes and teams. Copies of the releases are simultaneously sent to the parents of the athlete so that they may look for them in their local papers.



Telecommunications

Located on the first floor of Pearson Hall, the Telecommunications Department provides telephone service, a telephone set and voice mail to every student living on campus. Day students are provided a voice mail box. Students are expected to check their voice mail regularly, as they do their mail boxes in George Washington Hall.

The Telecom Office is open Monday through Friday 8:30 a.m. to 4:30 p.m. The Switchboard, located in the lobby of George Washington Hall, is open from 8:00 a.m. to 4:30 p.m.

All students will have an authorization code allowing them to place calls beyond campus extensions. Local calling is free and allowed with the authorization code.

Student Long Distance Calling Plan is offered which allows students to make calls outside the local calling area with their authorization code. Students may sign up for this service at any time.

Fax Service: Students may receive faxes in the Mail Room in George Washington Hall. The Fax number is 508-749-4123. Students are charged \$1.00 per page. Notices are put in student boxes when the fax is received.

Modems: Students will be able to use modems on their telephone lines. Incoming calls during modem hook-up will divert to voice mail. The academy does not provide technical support for modems

The Student Health Service

Medical care for students' injuries and illnesses is provided at the Isham Infirmary, a small, modern, well-equipped infirmary. Isham Infirmary is open at all times, both day and night. Students are welcome at all times, but they should not come to Isham Infirmary during a classroom period except in the case of an urgent medical problem. Students with minor ailments should try to come during a free period between the hours of 8:00 a.m. and 5:00 p.m.

Services provided by Isham include lab work and x-rays, nutrition counseling, reproductive health services, and scheduled clinics for orthopedics/sports medicine, dermatology, and orthodontics. In addition, referrals to off-campus medical and surgical specialists and dentists can be made.

Appointments to see the Medical Director may be made through Isham Infirmary. The Medical Director urges that students take medications only as prescribed by a physician, and encourages all students to consult him early about any illness, injury, or emotional difficulty that concerns them. All students are welcome to seek medical advice without hesitation.

The visiting of patients by students (two at a time) is always allowed with permission of the nurse on duty, weekdays 11:00 a.m.-2:00 p.m. and 6:00 p.m.-7:30 p.m.; Sundays, 11:00 a.m.-7:00 p.m. Students must adhere to Isham Infirmary rules, which were established in the best interest of all.

Counseling

Confidential psychological counseling services are available at Graham House Mondays through Fridays from 9:00 a.m. to 5:00 p.m. Students are encouraged to speak with a counselor concerning any personal, family, or school problem that is troubling them. Students may schedule an appointment with one of three psychological counselors through the Graham House secretary for a time that does not conflict with a class period. Appointments can usually be arranged for the same or next day. In case of an emergency, there is always a psychological counselor who can be reached by a student, house counselor, dean, or Isham Infirmary on a 24-hour basis, including weekends. Occasionally, due to the nature of a student's problem or at his or her request, a counselor will help to arrange services for the student with a mental health professional outside Phillips Academy.

Religion

In 1976 a residential and pluralistic team ministry was formed in which a Protestant minister, a Roman Catholic priest and a rabbi cooperate both to symbolize and to serve the diverse religious needs of the community. Personal and private religious counseling is readily available and attendance at all worship services is voluntary. Roman Catholic and Protestant services are held each Sunday in the Sylvia Pratt Kemper Chapel at 9:45 a.m. and 11:00 a.m., respectively. On occasion ecumenical services are celebrated in the Cochran Chapel. Jewish services are conducted regularly on Friday evenings in the Kemper Chapel and special arrangements are made for Jewish students to celebrate their holy days.

Some students attend regularly one or other of the churches in Andover, such as the Christ Episcopal Church, the Christian Science Church, Free Congregational Church, Faith Lutheran Church, the Unitarian-Universalist Church, and the Mormon Church in Georgetown.

School policy prohibits religious organizations from recruiting membership or proselytizing on campus.

The Oliver Wendell Holmes Library

The Oliver Wendell Holmes Library was built in 1929; in 1987 it was thoroughly renovated, doubling its space. Housing over 100,000 volumes, maintaining over 300 serials, providing a strong bibliographic instruction program through the services of four full-time professional Reference Librarians, and offering Computer-Assisted Retrieval Services (CARS), the library is the hub of academic life on the campus. Automated in 1992, the Oliver Wendell Holmes Library system provides rapid and efficient access to the library on-line catalog from sixteen terminals throughout the building and a dial-in phone line (508-749-4229). The protocols for dial-in access are: no parity, 1 stop bit, 8 data bits, full duplex, VT100 emulation. The system is expanding to include the libraries of the Peabody Museum of Archaeology and Graves Music Library. It is our hope that students will take full advantage of the resources and services offered through the library. We will make every effort to accommodate their needs and requests, and to assist in retrieving information accurately and rapidly.

In return, and out of consideration for others, we ask student cooperation in maintaining a quiet, pleasant atmosphere throughout the building. The library is open over 70 hours per week. The Garver Room, our research and reference area, is a silent area, as is the entire second floor. The stacks are open; a bar-coded student ID card is needed to check out materials. Appropriate library behavior is expected at all times. We ask also that students refrain from bringing food or drink into the building.

The Computer Center

The Computer Center was established in January, 1986. In September, 1988, a new Computer Center facility opened in the lower level of the Oliver Wendell Holmes Library.

The Computer Center is available for use by all students and faculty and houses over 75 workstations, including Macintosh, Apple, and IBM/IBM compatible machines and printers. CD-ROM players, scanners and videodisc players are also available. *Microsoft Word* for the Macintosh, *Apple Works* for the Apple II family, *Word Perfect* and *MS Word for Windows* for IBM are the primary word processing programs supported by the center. A selection of over 100 pieces of software is also available for use. Two additional centers, the Samson Room (Morse Hall) and the Roscoe Dake Room (Evans Hall) are open during the busy times of the term and for classes.

The hours of operation are posted at the entrance of the library and are extended at the end of each term. An ID card is necessary to use the center. One copy of academic work is free of charge; however, non-academic printouts are charged at 25 cents per page. *Please note: Phillips Academy abides by all copyright laws.*

New students receive an introduction to the campus network, Macintosh basics and word processing. Various other computer courses are offered throughout the year and are available to all students. Students are also encouraged to bring personal computers to campus. A discount computer repair service is offered through the Computing and Support Services Department in Evans Hall basement. Contact the Director of Technology Resources and Services for more information.

The Record Library

The Record Library is located on the first floor of Graves Hall. It is open during announced hours for free listening to fine recordings. Records from the collection may be borrowed for use by all members of the school community.

The Loan Library

PA students buying new textbooks can expect to spend between \$200 and \$500 a year. The Loan Program has saved students a total of over \$40,000 a year.

The Loan Library, located in the center of Evans Hall basement, is the academy's used textbook service providing alternatives for PA students. Anyone can borrow books for a nominal fee of \$35 a year; buy used books, which are often half retail price; and/or sell no-longer needed textbooks.

To enroll in the Loan Program, students must pay the fee, agree to refrain from marking borrowed books in any way, and return books for completed courses before leaving for end-of-term breaks. Books are issued on a first-come, first-served basis. Books for the next term may be requested before vacation breaks. No books are reserved or issued until books for completed courses are returned.

Students may bring their used textbooks to the Loan Library, set a price, and collect 80 percent of the selling price when a book sells.

Visit the Loan Library during the school year, Monday through Friday 9:00 a.m.- 11:30 a.m.

The Addison Gallery of American Art

The Addison Gallery of American Art was founded at Andover in 1930 by a gift from Thomas Cochran (a member of the Andover class of 1890) as one of the earliest museums in the world devoted exclusively to American art. Housed in a three-story classical revival building designed by Charles A. Platt, the Addison Gallery's collection numbers over 11,000 important works of American art, including paintings, prints, drawings, sculpture, photography, and decorative arts.

As an academic department of Phillips Academy, the Addison Gallery is dedicated to teaching and to scholarship. Through an active program of loan exhibitions and exhibitions drawn from its own collection, the Addison serves as an educational resource for Phillips Academy as well as for schools and colleges throughout the New England region.

The museum is fully handicapped-accessible and climate-controlled. The Addison is open to the public free of charge Tuesday through Saturday 10 a.m. to 5 pm, and Sunday 1 p.m. to 5 p.m. It is closed Mondays, national holidays, and during the month of August.

The Robert S. Peabody Foundation for Archaeology

The Robert S. Peabody Foundation for Archaeology was founded in 1901 by Robert Singleton Peabody as an institution devoted to archaeological research. Since its creation, the foundation has sponsored archaeological research in the Northeastern United States and Eastern Canada, the Northwestern, Southeastern and Southwestern United States, the Yukon Territory, Mexico, and Peru. Currently, the foundation is continuing its research in Mexico and Peru.

Reports on the results of its research are published by the foundation. In addition to pursuing research activities, the staff of the foundation teaches an elective course in archaeology open to students of Phillips Academy.

The foundation maintains a museum devoted to archaeology and anthropology which is open to the public free of charge Monday through Friday from 8:30 a.m. until 4:15 p.m. The Robert S. Peabody Museum is closed on weekends and major holidays.

Commons

The school's dining facility operates on a cafeteria basis and offers a range of cuisine and salad bar choices. The Commons staff welcomes suggestions and favorite recipes. Because faculty supervision is minimal, the effectiveness, efficiency, and ambience of Commons rely heavily on maturity and cooperation by students to minimize food waste, pilferage, and vandalism and to ensure an atmosphere of civility, courtesy, and pleasant dining.

The Ryley Room

This snack bar offers games, music, and activities in addition to between-meal and evening snacks. Its policies and offerings are determined by the manager and the Student Board of Governors. It is located in the west basement of Commons. On evenings preceding classes, the Ryley Room is open only to seniors after 8:00 p.m.

Comptroller's Office

Students are strongly encouraged not to keep large amounts of cash in their possession or in their rooms. An automated teller machine (ATM) is located in George Washington Hall and students are encouraged to open bank accounts locally or in their home areas.

School Meeting Facilities

Permission to use school facilities for meetings and other group activities must be applied for in advance in order to assure availability of the facilities desired. For use of the Log Cabin, Underwood Room, White Auditorium, Taubman Room and Cooley House, students should register with Mrs. Elaine Benedict in the Office of the Dean of Students and Residential Life. For the use of any of the athletic facilities, clearance must also be obtained at the gymnasium office. Use of the William Kemper Room must also be cleared with the Audio Visual Office.

Lost and Found

A Lost and Found Department is maintained in the Office of the Dean of Students and Residential Life, where students may retrieve books, articles of clothing and other items of value picked up in school buildings.

Business Opportunities

No student may act as an agent for any business without the express permission of the Dean of Students and Residential Life. Application forms for such permission may be obtained in the Office of the Dean of Students and Residential Life. Any salesman who appears on campus should be reported to the Dean of Students and Residential Life.

School Post Office

The school maintains its own post office, located in the basement of George Washington Hall, which serves as a distribution center for all incoming mail and for school notices to individual students. Students should check mailboxes daily, since they will be held responsible for responding promptly to notices placed in mailboxes.

Daily Bulletin

Each weekday a bulletin of Official Notices is published in the Office of the Dean of Students and Residential Life. This bulletin also contains activity and club notices. Copy for this bulletin is due in the Office of the Dean of Students and Residential Life by 9:00 a.m. The bulletin will be posted on campus bulletin boards between 10:30 a.m. and noon. Students are completely responsible for the contents of this bulletin by 1:30 p.m.

Official Notices

Students are responsible for responding to all official notices sent them, whether the notices are placed in mailboxes or delivered to class or dormitory.

The Andover Inn

Although the Inn is part of the campus, it should be kept in mind that the Andover Inn is open to the general public. The management, therefore, determines what dress and behavior are appropriate for students patronizing this facility.

Students should not loiter in the lobby. The same smoking rules are in effect as on other parts of the campus; thus students may not smoke in the Andover Inn.

Health codes require the wearing of shoes or the equivalent in all administrative, dining, and classroom buildings.

School Hours

Offices in George Washington Hall

The offices in George Washington Hall are open from 8:30 a.m. to 4:30 p.m. Monday through Friday and on Saturday morning by appointment. Students are expected to transact business in the Comptroller's Office between 8:45 a.m. and 1:30 p.m. Monday through Friday.

Commons

Breakfast:

6-Day Weeks—Mon., Tues., Wed., Fri., Sat.—7:15-9:15
Thurs.—8:00-9:00

5-Day Weeks—Mon., Tues., Wed., Thurs., Fri.—7:15-9:15
Sat. Brunch—9:30-noon Sun. Brunch—10:00-noon

Lunch—Mon.-Sat. 11:30-1:30

Dinner—Mon.-Sat. 5:00-6:30, Sun. 4:30-6:00

Oliver Wendell Holmes Library

Mon.-Thur. 8:00 a.m. - 9:30 p.m.

Fridays 8:00 a.m. - 6:00 p.m. (6-Day Weeks 8:00 a.m. - 9:30 pm)

Saturday 10:00 a.m. - 3:00 p.m. (6-Day Weeks 8:00 a.m. - 3:00 pm)

Sunday 1:00 p.m. - 9:30 p.m.

The Computer Center Hours of Operation:

Monday-Friday 7:45 a.m. - 9:30 p.m.

Fridays of 5-Day Weeks: 7:45 a.m. - 5 p.m.

Saturdays 6-day weeks: 7:45 a.m. - 3 p.m.

5-day weeks: 10 a.m. - 3 p.m.

Sundays 1:30 p.m. - 9:30 p.m.

Both the library and the Computer Center extend hours at the end of the term.

Dormitory Sign-in Times

Sunday-Friday 8:00 p.m. (10:00 p.m. for seniors).

Friday of 5-Day Weeks 10:00 p.m. (11:00 for seniors).

Saturday 11:30 p.m. for everyone.

Language Laboratory

Open all hours when classes are in session and evenings (except Saturdays) 6:00 p.m. - 9:00 p.m.

Arrivals and Departures

It is important that students arrive on dates specified on the School Calendar. Students arriving earlier cannot ordinarily be accommodated, and never without prior arrangement and permission from their Cluster Deans; students arriving late without similar advance clearance risk disciplinary action.

Parents should understand that the academy is not equipped to board students during the Christmas, March, and Summer vacations and that students are therefore expected to vacate their rooms promptly at the conclusion of each term.

Reservations for traveling should be procured for dates no later than those on which examinations end, as specified on the School Calendar.

Because of space and service limitations, as well as a tradition of making Commencement a special occasion for seniors, faculty members and parents, underclass students are not ordinarily permitted to remain at school to attend commencement exercises.

Emergency Telephone Numbers

Police, Fire and Ambulance 475-1212

PA Public Safety 749-4444

Isham Infirmary 749-4455

PHILLIPS ACADEMY – ANDOVER, MASSACHUSETTS
CALENDAR – 1994-1995

Fall Term

Aug.31-Sept. 2, Wed.-Fri.	New Faculty Orientation
6 Tues.	Faculty Return by 5:00 p.m.
6 Tues.	Varsity Football Team Candidates Return
7-9 Wed.-Fri.	Faculty Meetings, as scheduled
7-9 Wed.-Fri.	Orientation for New International Students
8 Thur.	Certain Varsity Team Candidates Return
10 Sat.	New Students Arrive and Register, before 1 p.m.
12 Mon.	Old Students Return and Register, before 1 p.m.
14 Wed.	Classes Begin
15 Thur.	Yom Kippur (Those who so wish are excused from all classes and other appointments.)
25 Sun.	Investiture of New Head of School
Oct. 10-14 Mon.-Fri.	"Freedom from Chemical Dependency" Workshops
14-15 Fri.-Sat.	Trustees Meetings
15 Sat.	PSAT/NMSQT Test (for uppers and some lowers)
21 Fri.	Mid-Term Academic Review
25 Tues.	Cluster Academic Review Meetings, 6:45 p.m.
28 Fri.	Classes End for the Weekend at 12:15 P.M.
28-30 Fri.-Sun.	Parents' Weekend (All Parents)
31 Mon.	No Classes (College Visiting Day for Seniors)
Nov. 5 Sat.	College Board Examinations - SAT I & SAT II
12 Sat.	Andover-Exeter Athletic Contests
15 Tues.	Faculty Development Day (No Classes)
22 Tues.	Thanksgiving Vacation Begins, 1 p.m. (Wednesday Schedule)
28 Mon.	Thanksgiving Vacation Ends, 8 p.m.
Dec. 3 Sat.	College Board Examinations - SAT I & SAT II
5 Mon.	Classes end, 1 p.m.
6 Tues.	Fall Trimester Examinations Begin, 8 a.m.
10 Sat.	Fall Trimester Examinations End, Noon
10 Sat.	Winter Vacation Begins, Noon
10-14 Sat.-Wed.	Certain Varsity Teams Remain on Campus for Practices
14 Wed.	Fall Trimester Academic Review Meeting, 9 a.m.

Winter Term

Jan. 3 Tues.	Winter Vacation Ends, 8 p.m.
4 Wed.	Winter Trimester Classes Begin
16 Mon.	Martin Luther King, Jr., Day
20-21 Fri.-Sat.	Trustees Meetings
28 Sat.	College Board Examinations - SAT I & SAT II

Feb.	3	Fri.	Mid-Term Academic Review
	6	Mon.	Mid-Winter Holiday (No Classes)
	7	Tues.	Cluster Academic Review Meetings, 6:45 p.m.
March	4	Sat.	Andover-Exeter Athletic Contests
	6	Mon.	Classes End, 1 p.m.
	7	Tues.	Winter Trimester Examinations Begin, 8 a.m.
	11	Sat.	Winter Trimester Examinations End, Noon
	11	Sat.	Spring Vacation Begins, Noon
	15	Wed.	Winter Trimester Academic Review Meeting, 9 a.m.

Spring Term

March	28	Tues.	Spring Vacation Ends, 8 P.M.
	29	Wed.	Spring Trimester Classes Begin
April	17	Mon.	No Classes (College Visiting Day)
	21	Fri.	Annual Earth Day Campus Clean-Up, 9:47 A.M.
	28	Fri.	Mid-term Academic Review
	29	Sat.	Grandparents' Day
May	1	Mon.	Senior Prom
	2	Tues.	Cluster Academic Review Meetings, 6:45 P.M.
	6	Sat.	College Board Examinations - SAT I and SAT II
	8	Mon.	College Fair
	8-19	Mon.-Fri.	College Advanced Placement Examinations
	12-13	Fri.-Sat.	Trustees Meetings
	26	Fri.	Classes End, 3:00 p.m.
	27	Sat.	Andover-Exeter Athletic Contests
	29	Mon.	Spring Trimester Examinations Begin, 8 A.M.
June	1	Thurs.	Spring Trimester Examinations End, 6 p.m.
	2	Fri.	Senior Day and Senior-Faculty Dinner
	3	Sat.	College Board Examinations (Off-Campus for most)
	3	Sat.	Senior Academic Review Meeting, 2 p.m.
	4	Sun.	Commencement
	8	Thurs.	Spring Trimester Academic Review Meeting, 9 a.m.
	9-11	Fri.-Sun.	Alumni Reunions
June	29	Thurs.	Summer Session Begins
August	9	Wed.	Summer Session Ends

Fall Term: 5-Day Weeks (Saturdays with NO classes)

Sept. 17, Oct. 1, 15, 22; Nov. 5, 12, (26); Dec. 3

Winter Term: All 5-Day Weeks

Spring Term: 5-Day Weeks (Saturdays with NO classes)

Apr. 1, 15, 22; May 6, 20, 27

HEADS OF ACADEMIC DEPARTMENTS

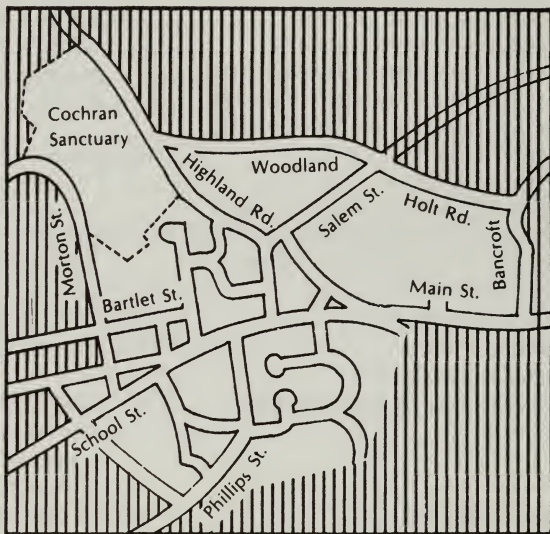
ARCHAEOLOGY	James W. Bradley
ART	Stephen B. Wicks
ENGLISH	David O. Cobb
HISTORY AND SOCIAL SCIENCES	E. Anthony Rotundo
DIRECTOR OF FOREIGN LANGUAGES	Natalie G. Schorr
CHINESE DEPARTMENT	Yuan Han
CLASSICS DEPARTMENT	Nicholas V. H. Kip
FRENCH DEPARTMENT	Natalie Schorr
GERMAN DEPARTMENT	Lisa B. J. Svec
RUSSIAN DEPARTMENT	Victor Svec
SPANISH DEPARTMENT	Margarita Curtis
MATHEMATICS	Douglas J. Kuhlmann
MUSIC	Peter C. Warsaw
PHILOSOPHY AND RELIGIOUS STUDIES	Vincent B.J. Avery
PSYCHOLOGY	Carol J. Israel
SCIENCE CONVENOR	Thomas R. Hamilton
BIOLOGY DEPARTMENT	Thomas R. Hamilton
CHEMISTRY DEPARTMENT	Temba T. Maqubela
PHYSICS DEPARTMENT	J. Peter Watt
THEATER AND DANCE	Mark E. Efinger

ADMINISTRATION

HEAD OF SCHOOL	Barbara Landis Chase
EXECUTIVE ASSISTANT TO THE HEAD OF SCHOOL.....	John E. Bachman
DEAN OF THE FACULTY.....	Helmuth W. Joel, Jr.
DEAN OF STUDIES.....	Susan R. McCaslin
DEAN OF STUDENTS & RESIDENTIAL LIFE	Henry B. Wilmer, Jr.
DEAN OF ABBOT CLUSTER	John A. Strudwick
DEAN OF FLAGSTAFF CLUSTER	Frank L. Hannah
DEAN OF PINE KNOLL CLUSTER	Vincent B. J. Avery
DEAN OF RABBIT POND CLUSTER	William W. Scott
DEAN OF WEST QUAD NORTH CLUSTER	Andrew J. Cline
DEAN OF WEST QUAD SOUTH CLUSTER	Marlys A. Edwards
ASSOCIATE DEAN OF STUDENTS AND RESIDENTIAL LIFE	Priscilla Bonney-Smith
DEAN OF ADMISSION	Jane F. Fried
DEAN OF COMMUNITY AFFAIRS AND MULTICULTURAL DEVELOPMENT	Rebecca M. Sykes
DIRECTOR OF COLLEGE COUNSELING	Carl W. Bewig
DIRECTOR OF FINANCIAL AID	James F. Ventre
DIRECTOR OF ATHLETICS	Leon A. Modeste, III
REGISTRAR	Herbert H. Morton, III
SCHEDULING OFFICER AND ASSOCIATE DEAN OF STUDIES	Edith L. Walker
CHAPLAINS	Everett E. Gendler Michael Hall John Philip Zaeder
MEDICAL DIRECTOR	Richard J. Keller, M.D.
DIRECTOR OF THE LIBRARY	Susan E. Noble
DIRECTOR OF ADDISON GALLERY	Jock M. Reynolds
DIRECTOR OF THE ROBERT S. PEABODY FOUNDATION	James W. Bradley
DIRECTOR OF PHYSICAL PLANT	Michael E. Williams
CHIEF FINANCIAL OFFICER	Neil H. Cullen
COMPTROLLER	Elliot Hacker
ACTING SECRETARY OF THE ACADEMY	Patricia H. Edmonds
DIRECTOR OF SUMMER SESSION.....	Pamela Brown
DIRECTOR OF COMMUNICATIONS.....	Theresa Pease

School Limits
PHILLIPS ACADEMY
ANDOVER, MASS.

The unshaded area of the map below represents the campus bounds.



The unshaded area of the large map on the following page represents the school bounds.

